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ABSTRACT

This guide is designed to help elementary teachers to incorporate career education into their classrooms. It contains background information about career education as well as suggested activities to use with the children. The guide is organized into five chapters. Each chapter contains information about career education topics, a summary, and activities tied into the information content. Chapter 1 explains the reason for career education in the elementary school and explores career clusters; while various components of career education (self awareness, career awareness, the decision-making process, and scope and sequence of vocational education) are examined in chapter 2. In chapter 3, activities through which career education is taught, such as subject matter tie-ins, role play, use of resource people, and field trips are explored, and occuptional information sources are listed. Career education for special groups--females, the handicapped, the economically disadvantaged, and racial minorities--is explained in chapter 4, with emphasis on activities which promote awareness of stereotyping and sex fairness. The final chapter tells how to build the career education program, including lesson and unit planning, sources for free resources, and issues in career education. Appendixes contain a unit of career awareness instruction and a summary of personality types. (KC)

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TEACHING AND LEARNING CAREER EDUCATION IN THE ELEMENTARY SCHOOL

An Activity Guide

by

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CHAPTER I

WHY CAREER EDUCATION IN THE ELEMENTARY SCHOOL?

Though the major concept of career education has been in existance for some time, the term, career education, was not coined until the early 1970s. The career education movement as an educational reform was launched at the beginning of the decade of the 70s starting with the personal commitment and driving force of Sidney P. Marland, Jr., Commissioner of the U.S. Office of Education (now Department of Education).

This movement gained momentum when special commissions charged with investigating the controversy of whether schools were doing a satisfactory job of preparing children for the transition from school to the world of work came to the conclusion that schools were not.

Today career education is a part of classroom activities in more than half of the nation's school districts. Much credit for rapid spread of this educational reform goes to the Office of Career Education (OCE), a branch of the U.S. Department of Education that was created to sell the concept. This federal office, under the directorship of Kenneth B. Hoyt, administers incentive grants for development of model teaching programs of career education.

Though Marland declined to define career education at the federal level, Hoyt offers his definition:

> . . . the total effort of public education and the community aimed at helping all individuals to become familiar with the values of a work-oriented society, to integrate these values into their personal value systems, and to implement these values into their lives in such a way that work becomes possible, meaningful, and satisfying to each individual.[1]

The Need for Career Education

Critics of our educational system question whether schools really cultivate a desire in students to learn or merely encourage students to perform in order to measure up to standards set by others, rather than learn for any personal reasons.

Career education can counter this deficit of learning for personal reasons because it is a motivational device to draw students to learn because they will understand why they are studying subjects like language arts, math, social studies, and science when they see how they will use what they learn later in life. Career education allows students to see the relationship between the world of learning and the world of work by relating school-learned skills to the world of work.

The feasibility of a career education program in the elementary school is assured when one considers that occupational choice is a process, not an event, and this process begins in childhood. Prior to the age of 11, the child makes fantasy choices concerning an occupation. Tentative career choices are made from age 11 to 17. Occupational aspiration is generally built or not built by the age of 11 or 12.

Elementary-age children need to explore their environment and become acquainted with many of the possible occupations that are open to them. They also need to begin to learn about the attitudes and procedures of the world of work. As these attitudes and values about work are most readily and firmly developed in the formative years, it is critical that the career education program not be put off until secondary school.

Sex-typing in regard to which occupations are appropriate is being reinforced throughout the primary grades, and this process is fairly well completed by second or third grade. Without a career education program that teaches that men and women can do the same kinds of work, young children will limit their aspirations by accepting the fact that certain occupations are appropriate for males and others are appropriate for females.

In addition to being a motivation for learning by building a bridge between school and work, affording children exposure to a wide choice of careers, and creating an early avoidence of sex stereotyping, career education also promotes an understanding and acceptance of self and helps children to learn to accept assets and liabilities and develop wholesome attitudes toward oneself as a worthwhile individual.

Career development is an ongoing process that is best accomplished when the activities are fused or integrated with the existing curriculum. A successful career education

program will give each child an understanding and appreciation of the whole world of work, knowledge about a host of career choices, and the ability to choose intelligently an educational program for a satisfactory future. All this information will be stockpiled until it becomes necessary to make an occupational choice.

Basic Concepts

For the purpose of career education, career is defined as the totality of work one does in a lifetime including unpaid activities as well as the world of paid employment. The career of an individual encompasses his or her total involvement in vocational, avocational, home, and family pursuits.

Work is defined as accepting responsibilities that require certain tasks to be completed. This includes the work of the volunteer, the full-time homemaker, and the student. Children should be encouraged to look upon their daily school activities as important work.

At the elementary level, basic career education concepts are much more important than detailed information about specific occupations. It is important for the youngsters to understand that in some way every worker is an important person, on whom we depend for our way of life.

There are hundreds of career education concepts that are appropriate for the elementary school. Figure 1 represents some important objectives and concepts that should be a part of the career education program; however, the program should

not be restricted to this list.

Insert Figure 1 about here

Career Clusters

There are more than 30,000 different occupations that have been identified. It would be impossible to cover all of them in any school program. For this reason, occupations are grouped into job families or clusters. The Department of Labor groups jobs into nine categories. The Department of Education uses 15 job clusters.

Career clusters are composed of jobs that are logically related because they include identical or similar teachable skills and knowledge requirements for employability. When career families are studied, the child develops generalizations that are applicable to many jobs within the cluster, rather than just one specific job. In addition, learning takes place about the requirements of similar occupations.

The career education program should present occupations from each cluster for every level of the elementary school. By the time the youngsters enter secondary school, they will have a good understanding of several occupations within each cluster.

Because there is a certain amount of overlap among the clusters, the list of career clusters presented in Figure 2 has been reduced to 13 from the original 15 clusters

FIGURE 1

OBJECTIVES OF THE CAREER EDUCATION PROGRAM
IN THE ELEMENTARY SCHOOL[2]

Affective Objectives

The development of certain basic attitudes should be an ongoing goal of the elementary career education program. While they will not be taught directly, they should underlie all activities. This means the teacher should keep them firmly in mind at all times. These attitudes are:

1. There is dignity in the performance of all honest work.
2. By working, people in a community help each other.
3. There is a need for cooperation in work.
4. Work is important to the workers and to society.

Cognitive Objectives

Overall objectives of the elementary career education program should be met through the teaching of specific concepts and through activities designed to help students and teachers alike to meet them. These overall objectives are:

1. The student will exhibit curiosity in regard to the working world by asking pertinent questions regarding work.

2. The student will be able to name and discuss a variety of occupations found in our society.
3. The student will investigate occupations to determine educational requirements, duties, and working conditions.
4. The student will be able to discuss positive aspects of one's self, other people, and work.
5. The student will be able to name the part school plays in the preparation for life.
6. The student will be able to discuss the interdependency of workers within our society.

Concepts

To assist in meeting these objectives, a group of concepts should be introduced and developed through meaningful activities. These concepts should serve to enlarge the child's occupational horizon. Concepts to be introduced should include, but not be restricted to, the following outline:

I. Everybody works, and this work can be enjoyable
   A. Mothers and fathers work
   B. Some workers come to the school
   C. Some workers come to the home
   D. Students work at school

II. Work and cooperation in work are important to the economy
   A. Money is the chief form of barter in our society

B. People work for many reasons

C. People work for various rewards

D. Individuals work to meet personal and social needs

E. Work is important to the worker and to other people

F. Cooperation is essential in the world of work

III. There is differentiation of employment, specialization of work, and an interdependency of workers in society

A. Careers are of a wide variety

B. Some workers produce goods

C. Some workers produce services

D. A society needs both producers of services and producers of goods

E. Workers who produce services and workers who produce goods are dependent on each other

F. There are many jobs because of specialization

G. Specialization leads to interdependency

H. Because each person has a special job to do, he/she learns how to do the job well

IV. Supply and demand as well as geographical location affect jobs

A. There are jobs at the local, county, state, national and international level

B. Geographical location determines kinds of work found therein

C. Where a person lives determines the kinds of occupations found there

D. Individuals live in a particular geographical location due to the nature of their work

E. Supply and demand help determine available jobs

F. Supply and demand influence the kinds of occupations found in a community

G. Supply and demand help determine occupational choice

H. Technological and sociological changes eliminate and create jobs

V. School is related to the world of work

A. Education, both in and out of school, is usually required for a job

B. School helps a person prepare for the future

C. What we learn in school will help us when we are out of school

D. School is a part of preparation for a career

VI. Language arts skills are related to employment

A. The desire to read gives many people jobs

B. Reading helps people in their occupations/careers/jobs/work

C. People need to be able to listen well in their work

D. People need to be able to write in many jobs

E. People need to be able to speak well in their work

F. The ability to communicate effectively helps a person work well with other people

G. Effective communication, partly learned at school, helps people cooperate and work well together

VII. Mathematics and science skills are related to employment

A. Understanding of mathematics helps people in their work

B. There is a wide variety of jobs because of science

C. An understanding of science helps many people in their work

D. Many jobs are related to science

E. Advances in science change work

F. Having a scientific attitude (problem solving) helps many people in their work

VIII. Matching the characteristics required by occupations to the characteristics possessed by individuals will result in a more satisfying career choice

A. Information about careers is needed by all individuals

B. Making a career choice requires careful study

C. There are areas of information considered important in making a vocational choice: the nature of the work, training, working conditions

D. Observation of people at work helps improve knowledge about careers

E. Individuals differ in their abilities, interests, attitudes and values

F. Individuals are qualified to perform in many different occupations

G. Successful performance on most jobs requires certain personal qualities as well as skills

H. Understanding one's capabilities as well as liabilities aids the decision-making process

I. Students should learn about themselves as part of preparation for the world of work

J. Self-awareness (self-understanding) is important in making career decisions

K. Finding areas of interest can aid self-awareness

L. Self-awareness can point to occupational interests

M. Individuals' value systems affect career choices

N. Leisure time activities affect career choice

O. Hobbies and interests sometimes lead to occupations

P. Career choice affects the individual's total life--leisure time activities, the selection of friends, and the satisfaction of needs

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End Figure 1

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identified by the Department of Education.

Insert Figure 2 about here

Summary

Career education as it is known today was introduced as an educational reform in the early 1970s. The success of career education programs in American schools was largely due to the commitment of U.S. Office of Education Commissioner, Sidney P. Marland, Jr. and Office of Career Education Director, Kenneth B. Hoyt. The purpose of career education is to make education personally meaningful by relating school-learned skills to the world of work. Because occupational choice is a process that begins in childhood, elementary-age children need to become acquainted with the many possible occupations that are open to them. The goals of career education in the elementary school are: (1) create motivation for learning by building a bridge between school and work, (2) expose children to a wide choice of careers, (3) avoid sex stereotyping in regard to occupational choice, and (4) promote an understanding and acceptance of self. Basic objectives and concepts of the elementary career education program are given along with career clusters and representative occupations.

FIGURE 2

CAREER CLUSTERS

Agribusiness

Natural Resources

Environment

Agricultural Engineer
Agronomist
Animal Husbandry Careers
Conservation Officer
County Agricultural Agent
Dairy Industry Jobs
Farm Equipment Mechanics
Farmer
Forester
Forester Aide
Geologist
Geophysicist
Horticulturist
Landscape Architect
Mining Engineer
Nursery Worker
Poultry Worker
Soil Conservationist
Tree Surgeon
Marine Resources Technician
Pesticides Inspector

Business

Office

Accountant
Actuary
Banker
Bookkeeper
Bookeeping Machine Operator
Calculating Machine Operator
Cashier
Clerk, General Office
Compositor
Computer Programmer
Correspondence Clerk
Court Reporter
File Clerk
Insurance Industry Careers
Office Machine Operator
Personnel Supervisor
Receptionist
Retail Business Owner
Secretary
Statistician
Stenographer
Teller (Banking)
Typist

Communications

Media

Advertising Worker
Announcer, Radio & TV
Bindery Worker (Book)
Cartographer
Cartoonist
Commercial Artist
Editor (Newspaper)
Interpreter
Motion Picture Projectionist
Offset Pressperson
Photoengraver
Photographer
Photolithographer
Printer
Program Director, Radio & TV
Radio & TV Engineer
Reporter
Route Supervisor (Newspaper)
Sign Writer
Technical Illustrator
Telephone Operator
Writer, Technical

Construction

Air Conditioning &
Refrigeration Mechanic

[Construction, Continued]
Architect
Architectural Draftsperson
Bricklayer
Building Construction Careers
Cabinetmaker (Woodworking)
Carpenter
Civil Engineer
Construction Laborer
Draftsperson
Electrician
Glazier
Heavy Equipment Operator
Highway Engineer
House Builder (Contractor)
Lather
Lineperson
Painter
Paperhanger
Pipefitter
Plasterer
Plumber
Roofer
Stonemason
Structural-Steel Worker

Fine Arts

Humanities

Acrobat
Actor/Actress
Anthropologist
Archaeologist
Artist
Curator
Dancer
Designer
Historian
Interior Designer
Musician
Socologist
Vocalist
Writer, Literary

Health

Biologist
Chiropractor
Dental Assistant
Dental Hygienist
Dental Lab Technician
Dentist
Dietition
Hospital Attendant
(Orderly & Nurse's Aide)
Life Scientist
Medical Assistant
Medical Records Librarian
Medical Technician
Nurse, L.P.N.
Nurse, R.N.
Occupational Therapist
Optometrist
Osteopathic Physician
Pharmacist
Physical Therapist
Physician
Podiatrist
Psychiatrist
Psychologist
Radiologic Technician
Speech Pathologist
Veterinarian

Hospitality

Recreation

Athlete
Coach, Athletic
Director of Activities
(Scouts, Y, Church)
Hotel and Motel Industry
Occupations
Hotel Manager
Recreation Director
Restaurant Manager
Theater Manager
Travel Agent
Waiter/Waitress

Manufacturing

Assembler
Aerospace Engineer
Atomic Energy Careers
Ceramic Engineer
Chemical Engineer
Chemical Lab. Technician

[Manufacturing, Continued]
Clocks, Watches, Allied Products
Confectionery Industry Workers
Diesel-Engine Tester
Dressmaker
Electrical Equipment Occupations
Electronic Technician
Furniture Occupations
Inspector
Knit Goods Industry
Loader
Machine Tool Operator
Machinist
Mechanical Engineer
Metallurgical Engineer
Molder
Paper Products Occupations
Plastic Products Worker
Pottery & Porcelain Ware Industry
Rubber Goods Occupations
Sheet Metal Worker
Ship & Boat Bldg. Industry
Shoe Manufacturing Industry
Tool & Dye Maker
Welder

Marketing

Distribution

Advertising Assistant
Advertising Copywriter
Auctioneer
Buyer
Baker
Butcher
Commercial Artist
Credit Manager
Department Store Occupations
Display Worker
Economist
Florist
Insurance Careers
Jeweler
Model
Real Estate Careers
Salesperson
Shipping and Receiving Clerk
Stock Clerk
Store Manager

Personal/Consumer Service

Homemaking

Barber
Beauty Operator
Bellhop or Bell Captain
Child Care Worker
Clergy
Director Religious Education
Domestic Service Occupations
Dry Cleaning Occupations
Electric Appliance Servicer
Electricians, Maintenance
Funeral Director
Guidance Counselor
Home Economist
Homemaker
Mechanics & Repairers
Office Machine Repairer
Optician
Piano Tuner
Priest
Rabbi
Shoe Repairer
Tailor
TV & Radio Repairer
Watch Repairer

Public Service

Caseworker/Social Worker
City Employee
Civil Service Jobs
Custodian (Janitor)
Employment Supervisor
Faculty Member (College & University)
Firefighter
Foreign-Service Officer
Instructor, Physical Education
Lawyer
Librarian
Military Careers

[Public Service, Continued]
Park Ranger
Parole & Probation Officer
Police Officer
Politician
Postal Employee
Principal, School
Psychologist, School
Rehabilitation Counselor
School Social Worker
Sociologist
Protective Services (FBI)
Surveyor
Teacher
Urban Planner

Science

Astronomer
Chemist
Diver
Fisher
Marine Biologist
Marine Geologist
Mathematician
Microbiologist
Oceanographer
Physicist
Zoologist

Transportation

Air Traffic Controller
Air Transportation Occupations
Aircraft & Engine Mechanics
Airplane Pilot
Airplane Attendant
Automotive Repairer
Automobile Mechanic
Automobile Service Station Attendent
Bus Driver
Conductor, Railroad
Diesel Engine Mechanic
Dispatcher
Locomotive Engineer
Merchant Marine Occupation
Railroad Transportation Industry
Ship Captain or Officer
Taxi Driver
Ticket Agent
Truck Driver
Truck & Bus Mechanic

End Figure 2

ACTIVITIES

1. Review the concepts listed in Figure 1. Discuss any misconceptions you may have had regarding career education. Are there areas that you were not previously aware of?

2. List two or three of your fantasy careers that you had as an elementary school child. Using the career clusters in Figure 2, locate the appropriate cluster of those occupations.

CHAPTER II

COMPONENTS OF CAREER EDUCATION

There are three major components of career education in the elementary school: (1) self-awareness, (2) career awareness, and (3) the awareness of the decision-making process. An individual must first know himself or herself in order to make a satisfactory decision concerning a career choice; but an individual can not choose a career if he or she has never been exposed to it.

Self-Awareness

Because a person probably will work for a major part of his or her life, it only makes sense to try to choose a career that he or she likes and will be good at doing--one in which he or she can earn a good salary. The decision concerning the nature of work to prepare for requires a real understanding of oneself--the kind of person one is, the things one likes to do, strong points, weak spots.

Activities through which self-awareness may be achieved should be designed to assist individuals in taking an inventory of their interests, abilities, and aptitudes (including strengths and weaknesses). There are many such activities appropriate for the elementary student.

One-to-one counseling between the youngster and teacher or guidance counselor will afford the best results in achieving self-awareness. Of course, this is not always possible because of the demands that are placed on the educator's time. However, counseling can be satisfactorily achieved in small group discussions or class discussions and other activities.

Children should be asked to explore feelings about themselves and their environment by reflecting on questions such as: Who am I? What am I really like? What do I do best? What do I do in my leisure time? These questions can be used for class discussions or short writing activities. Also helpful for this type of activity are topics such as "I wish I were . . ." or "How I feel about . . . ."

Role play is an effective tool in achieving self-awareness. Youngsters may role play their parents, teachers, or peers and talk about themselves as children in the way they feel these people would. A discussion concerning the role play should always be conducted as a follow-up activity.

Asking the students to keep a daily or weekly journal is an excellent way to practice writing skills while achieving self-awareness. Though writing in the journal should be a regular part of the language arts program, the teacher should not read the journal unless invited to do so by the student.

Teachers may also administer individual guidance inventories and assist students in understanding the results.

Figure 3 represents an interest inventory that could be used with the elementary school student. After completing the in-

Insert Figure 3 about here

ventory, each child should be asked to analyze the answers to determine what kind of career might be good for a person with those interests. It would also be interesting to compare interest inventories that the child had completed at the beginning and end of the school year. Students should be asked to reflect on how their interests had changed. Were any new interests acquired?

An informal personality inventory using phrase completion is also an effective tool in achieving self-awareness. The teacher may compose one or use the one that is represented in Figure 4. This inventory, like the interest inventory,

Insert Figure 4 about here

helps the child to begin identifying his or her strengths and weaknesses. Understanding strengths and weaknesses as well as likes and dislikes are important in order to someday choose a career that will be suitable.

Children should be made aware that their interests, values, and career choices will probably change many times during the course of their lives. Thus, they should <u>not</u> be led to believe that they must choose a particular career now.

FIGURE 3

INTEREST INVENTORY

1. When you have an hour or two to spend as you please, what do you like to do? _____
2. What game do you like to play best? _____
3. What things have you made? _____
4. What tools or playthings do you have? _____
5. What things do you collect? _____
6. What are your hobbies? _____
7. If you could have one wish which might come true, what would it be? _____

   _____
8. What is your favorite TV program? _____
9. Which movie have you liked best? _____
10. What is the best book you have ever read? _____
11. What kind of books do you like best? _____
12. What magazines do you read? _____
13. Have you read books or stories about the kind of work you want to do when you finish school? Name them: _____

    _____
14. Have you seen anyone on television or in the movies who does the kind of work you want to do? _____

    _____
15. What school subject do you like best? _____
16. What school subject do you like least? _____

FIGURE 4

INFORMAL PERSONALITY INVENTORY[3]

1. I worry over _____.
2. I feel hurt when _____.
3. I make believe that _____.
4. I feel sorry when _____.
5. I am afraid that _____.
6. When I read, I _____.
7. I feel proud when _____.
8. I feel ashamed when _____.
9. I like to _____.
10. I hate to _____.
11. I brag about my _____.
12. Reading is _____.
13. I become disgusted with _____.
14. I am happy when _____.
15. I like boys/girls when _____.
16. I get angry when _____.
17. I love _____.
18. Most books are _____.
19. Some teachers are _____.
20. Some folks are _____.

The teacher should take care that this belief is not taught unintentionally.

Children in elementary school are in the fantasy period of occupational choice. During this stage, children believe that they can become whatever they want to become. The elementary school level is not the place to squelch dreams. It is not necessary to challenge unrealistic self-concepts at this time, for that would only serve to limit their aspirations. (This does not mean that requirments for sucess in particular occupations can not or should not be discussed.) Instead, help the children to grow in self-awareness that will someday develop into true self-understanding which will provide a later basis for effective career choices.

Career Awareness

How can children fantasize about occupations to which they have never been exposed? Individuals must have a good knowledge base of careers in order to have a variety of possible careers to select from. Career awareness serves to expose students to a variety of careers from each career cluster and relate information on skills and other requirements that are necessary. Career awareness will also help children develop positive attitudes toward the world of work and appreciation of the dignity and worth of honest work.

Care must be taken to not speak only of highly skilled and professional careers and forget to give importance to the many types of jobs the children may later enter. Only one-fourth of the employment spectrum requires a college education.

The teacher must be careful not to convey the message that a college degree is a requirement for success and happiness in the world of employment. Fortunately, most children have an equal interest in all occupations at this time.

Some emphasis should be given to jobs that have the highest number of job openings, such as secretaries, retail sales clerks, cashiers, and building custodians. In addition, some emphasis should be given to the fastest-growing occupations, such as occupational therapists, computer service technicians, speech pathologists, and audiologists.

Jobs that will be disappearing or extinct by the time the children are ready for the world of work should be discussed. The teacher might point out jobs that are no longer in existence today, for example the chimney sweep and the ice man. Ask the students to think about how technological and sociological changes eliminate jobs; what jobs might be nonexistent in the years ahead?

In the career awareness program, students should be asked to explore their attitudes toward the world of work and question themselves: What do I want to become? Where am I going? How do I get where I am going? These questions may be discussed in large or small groups or be used as topics for short essays.

Whenever possible, career awareness activities should be integrated within the already established curriculum without creating a separate or additional class. There are many activities through which this goal can be achieved, and these

will be discussed in Chapter III.

When individual careers are studied, the advantages and disadvantages of each should be discussed. For example, mail carriers must work on Saturdays, but they do have relatively secure jobs; doctors must spend much time away from their families, but they do earn a good deal of money for family comfort and security; independent business people must take high risks, but they are their own bosses. The listing of advantages and disadvantages of each career studied should be elicited from the students with the teacher serving only to organize their thoughts.

The elementary career education program is to help children develop an awareness of a wide variety of careers and not to choose careers. So even though some students may have no real chance of becoming, for example, doctors, they still need to know the functions of a doctor. It is possible that later they may find that other related jobs in the medical field offer more realistic employment possibilities. Studying a variey of careers, including those that are not within the grasp of the students, will build an appreciation of the dignity and worth of all honest work as well as building an understanding of how our society works. In addition, the typical American today changes his or her occupation (not just the job, but the very line of work) three times in a lifetime. It would be virtually impossible to determine the roles that today's elementary school children will play in the future.

Economic Awareness

An integral part of career awareness and the career education program in the elementary school is economic awareness. Interwoven in the study of careers are basic economic concepts, such as producer, consumer, goods, services, division of labor, and interdependence. When attention is given to these concepts, children can see the importance of work both to the individual and to society.

An excellent activity to teach concepts of capitalism and free enterprise in addition to the aforementioned basic concepts is to set up a temporary classroom business. Students will get first-hand experience in the world of work and see the relevance of skills such as language arts and math. One such successful classroom business is described for the reader in an article by Nina Rosenthal: "The Classroom Corporation," Elementary School Guidance and Counseling 8 (December 1973):129-30.

One of the most important roles the children will perform in their future careers is that of homemaker/consumer. At some point in their lives, when they leave home, they will be faced with the many responsibilities and decisions of a homemaker/consumer. Giving children guidance in preparing and keeping a budget will let them practice their math skills while learning some of the skills necessary to be an effective homemaker/consumer. Children should first identify their sources of income, such as allowance, earnings, or gifts. Next, aid the students in identifying expenditures, such as

food, personal items, school supplies, recreation, transportation, gifts, church, savings. In developing the budget, illustrate the relationship between income and expenditures and the necessity of choice making.

A unit of career awareness instruction on the banking industry should include concepts of money, credit, and loans. A clever way to teach these principles of economics through a classroom reward system is described in an article by John B. Allen and Leroy G. Baruth: "Allen Dollars: A Method to Facilitate Learning," Elementary School Guidance and Counseling 7 (March 1973):236-37.

Awareness of the Decision-Making Process

Career education aids the individual in developing increasing skill and experience in the processes of decision making. Because personal choices, such as life-styles, values, and leisure time preferences take place on a continuing basis throughout the life of the individual, they are as much a part of career development as are occupational choices.

During the elementary school years, students will only become aware of the process that is involved in making choices. This is a process that they can not be expected to master until they reach maturity. Indeed, some adults have never mastered the process and probably would have greatly benefitted from a career education program in their youth that involved developing decision-making skills. Eventually, the students will use these decision-making skills in choosing a career.

Adolescents and young adults report that parents were primary determiners of their career choice. Sometimes parents' career desires for their children reflect a desire for their own self-expression. Individuals without adequate decision-making skills often find it easier for others to make important decisions for them.

No doubt many of the students will eventually find themselves in a line of work because they followed in their parents' footsteps or because of their environment--the fields of work most common in the areas where individuals are raised have a great influence on their career choice. However, it is hoped that when this type career choice is made, it is done because the individual knows this will be the best line of work for him or her based on adequate decision-making skills and an adequate background in self-awareness and career awareness.

There are several steps to consider in making a decision: (1) understand the situation, (2) diagnose the problem, (3) search for and analyze available alternatives, (4) evaluate and select a course of action, and (5) implement the decision. It is important to note that students will not learn decision making by memorizing these steps. They will only learn decision making by being given the opportunity to make real decisions while being aided through the sequence of steps by the teacher, counselor, or parent.

Children will grow in decision-making skill when they are given the opportunity to freely make choices. There are

occasions in the elementary school experience when this would be possible. Let children choose between two or three different assignments in fulfilling a requirement. Allow them to choose among several alternatives for free-time activity when daily assignments have been completed. Offer the students two or three choices for a class outing and permit them to choose by majority vote.

During class discussions, the teacher can present the class with a made up or vicarious situation and let individual students tell the decisions they would make, giving reasons for their choices. Sometimes this type activity may culminate in a vote to see what the majority decision would be. (At this age, it is a good idea to take a secret ballot as some children will be influenced by how their friends vote rather than make any decisions for themselves.)

Decision-making skills will be developed when the children are given opportunities to make choices freely and when they are helped to analyze decisions by examining and weighing available alternatives by reflecting on the consequences of each.

Scope and Sequence

In order to meet the local needs, the scope and sequence of all career education programs should be developed at the school district level. A career education model for grades K through 12 is presented for the reader in the following paragraphs.

Though there will be some overlap among the various phases in the career education program, the emphasis for each phase is as follows:

Level	Phase
Kindergarten	Career readiness
First through sixth	Career awareness
Seventh through tenth	Career exploration
Eleventh through twelfth	Career preparation
Post secondary	Career specialization

During the kindergarten career readiness phase, the primary objective is to develop a readiness to become aware of the workers that are encountered in day-to-day activities. This is accomplished through exposure to role models, children's literature, singing games, finger plays, and coloring/cut and paste activities. At this phase, mere exposure is sufficient while the children are developing readiness skills.

During the first through sixth career awareness phase, the classroom teacher will furnish instruction by fusing or integrating career education activities with the ongoing curriculum. Math, language arts, social studies, and science are used as the vehicles for conveying the career education concepts.

The area of emphasis for each grade level of this phase is as follows:

Level	Emphasis
First grade	Careers at home and school
Second grade	Careers in the neighborhood
Third grade	Careers in the expanded community
Fourth grade	Careers in other communities
Fifth grade	Careers on the national level
Sixth grade	Careers in foreign service

During the seventh through tenth career exploration phase, guidance and counseling becomes more intense as specific time blocks are set aside for individual career exploration. Students will first take a broad survey of all the career clusters. Next, they will select two or three interest clusters to investigate. Finally, students will narrow their interest to one cluster for career exploration.

During the eleventh through twelfth career preparation phase, students should have selected an individual career choice. Educational programs are individualized to focus on careers for which students are preparing. It is during this phase that vocational education programs are utilized and cooperative education programs are maximized. At graduation from high school, the individual should be ready to enter the world of work or pursue career specialization with post-secondary education.

Vocational Education

It is important to note that career education is not vocational education. Career education is neither a substi-

tute for nor a competitor to vocational education. Vocational education is for students who plan to enter specific trades and teaches specific job skills, such as welding, automotive mechanics, agriculture, and secretarial science. Rather than providing specific vocational skills that will be needed by only some students, career education provides general skills that all students will need to be employable: good work habits, basic economic education, and decision-making capability. Rather than being a school subject, career education is a teaching concept that infuses career information into regular classroom work.

Summary

The three major components of career education in the elementary school are: (1) self-awareness, becoming aware of one's interests, abilities, and aptitudes; (2) career awareness, being exposed to a variety of careers; and (3) the awareness of the decision-making process, becoming aware of the process that is involved in making choices. Economic awareness is also an integral part of the career education program. Activities for teaching these components are given. The scope and sequence of career education is: (1) career readiness in kindergarten, (2) career awareness in elementary school, (3) career exploration in junior high school, (4) career preparation in high school, and (5) career specialization for those who pursue post secondary education. It is stressed that career education is for

all students by providing general skills that all students will need to be employable. Vocational education is for those students who plan to enter specific trades. The two terms are not synonomous.

ACTIVITIES

1. Review the six personality types listed in Appendix B. Determine which personality type best describes you. Name several careers that would be suitable for each of the personality types.
2. Administer the interest inventory (Figure 3) and the informal personality inventory (Figure 4) to an elementary age child. From the responses, determine two or three careers that this child might be interested in learning about.
3. Read the following articles and list several principles of economics that could be learned from the activities described: (1) Nina Rosenthal, "The Classroom Corporation," Elementary School Guidance and Counseling 8 (December 1973):129-130. (2) John B. Allen and Leroy G. Baruth, "Allen Dollars: A Method to Facilitate Learning," Elementary School Guidance and Counseling 7 (March 1973) :236-37.
4. Review the career education concepts listed in Figure 1. Select concepts that would fall into the following cate-

gories: (1) self-awareness concepts, (2) career awareness concepts, (3) economic awareness concepts, (4) decision-making concepts, and (5) educational awareness concepts.

CHAPTER III

ACTIVITIES THROUGH WHICH CAREER EDUCATION IS TAUGHT

The self-awareness, career awareness, and the awareness of the decision-making process components of career education are taught through six major activities in the elementary school. These activities are: (1) subject matter tie-in, (2) role play, (3) use of resource people, (4) field trips, (5) hands-on activities, and (6) occupational information.

Subject Matter Tie-In

Career education has given considerable emphasis to the need for relating school-learned skills to the world of work. Traditional school subjects will come alive when they are made to apply to the real world. Students will understand the necessity of a varied educational background through activities in numerous subject areas.

There are two ways to tie in subject matter to career education. First, career awareness lessons can show how certain careers require the various disciplines. For example, secretaries require a good background in the language arts; farmers must have certain scientific knowledge; accountants use mathematics daily; a background in social studies is a requirement for news journalists.

Second, the students can use skills within the vari-

ous subject areas to learn about careers. For example, letter writing skills may be utilized to send for career information, and math skills may be used to work math problems that describe work situations.

Of course, the teacher will not always have time in the daily routine to plan or set aside a portion of the school day for career education. However, the teacher can make use of incidental learning experiences by extemporaneously drawing career education into daily lessons. For example, a creative teacher might use a few minutes at the end of a lesson on the different kinds of trees to discuss what occupations might require that knowledge. A lesson on listening skills might culminate with a discussion on who must use good listening skills on the job.

Role Play

When children role play or assume the functions of various occupations, they are actively participating in their own learning experiences. Whenever possible, elementary school children should be allowed to enact or simulate work experiences.

After presenting a lesson on skills required for a certain occupation, allow the students to act out or practice using those skills. For example, the children can pretend they are doctors and role play using a stethoscope. They may role play a teacher by figuring grade averages, or they may role play a cartoonest drawing a cartoon strip.

Students can encounter a simulated work experience by setting up a post office to distribute "mail" on Valentine's Day. Another way the teacher can provide simulated work experience is by establishing a classroom "factory" where the students can make, market, and sell a product, such as popcorn or a toy wagon. In the classroom factory, first, the different jobs must be determined and advertised. Next, the students apply and are hired for the work. The factory production is carried out, and the merchandise is advertised. (Be sure to review all the school-learned skills that were necessary for successful work, such as math, writing, and speaking.) Last, the product is sold, and the class utilizes decision-making skills in determining what to do with the proceeds.

Probably the most popular simulated work experience --for teachers as well as students--is one that can last all year, the Elementary School Employment Service. Determine certain classroom jobs, and let the students apply for these by using an application like the one in Figure 5. Interview

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Insert Figure 5 about here

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the children who have applied and ask them for a letter of recommendation from a former teacher or faculty member of the school. "Hire" selected students for the jobs, and then repeat the process in three months so everyone who is interested in a school job may have an opportunity to experience

FIGURE 5

JOB APPLICATION[4]

Please print application. Date _____

Name: _____

Address: _____

Telephone: _____ Birthdate: _____
Month Day Year

Age: _____ Grade: _____ Teacher: _____

Health (circle one): Excellent Good Fair Poor

I miss school (circle one): Seldom About Average Often

What job are you applying for? _____

What responsibilities do you think are involved in this job?

_____

List four jobs you do regularly at home. (1) _____

(2) _____, (3) _____, (4) _____.

My hobbies and interests are _____

_____

What jobs have you held (or done) at school in the past?

_____

Have you ever lost or quit a job at school? (circle one)

Yes No If your answer is yes, explain why you lost or quit the job you had. _____

_____

_____

_____
Signature

a work role.

Students will get meaningful spelling, writing, and reading activities through the use of the job applications, and they will become acquainted with the need for language arts skills in applying for the future job of their choice. In addition, youngsters are given the opportunity to learn about the rules of work. Through this experience they will develop a sense of responsibility toward their jobs and should maintain or improve their attitudes toward work.

There are numerous classroom jobs that the students can perform. Ask students to exercise their self-awareness and decision-making skills in choosing which job alternative fits them best according to their own interests and abilities. Some possible jobs are:

Lunchroom helper
Safety patrol
Class librarian
Class gardener
Animal caretaker
Errand person
Room custodian
P. E. equipment assistant
Music instrument aide
Bulletin board director
Art assistant
Window decoration director
Tutor
Audiovisual aide
Class secretary

The activity in Figure 6 allows students to role play the career of homemaker/consumer. It also ties in the

Insert Figure 6 about here

FIGURE 6

THE CAREER GAME

Concept:

In order to be successful in a career/lifestyle, one must understand basic economic principles and be proficient in various skills, such as reading, mathematics, and decision-making.

Behavioral objective:

The student will utilize the various skills taught in school to simulate the experience of entering a career.

Materials:

Newspapers (with classified section), scissors, rubber cement or tape, paper, pencils

Motivational question:

Would you like to experience entering a new career?

Activities:

1. Direct the students to pair with a partner to form a "couple." Tell the students that they will be finding advertisements in the newspapers, and when the right advertisements are found, they are to be cut out and cemented or taped to a sheet of paper that will be called their "career sheets."

2. Give each couple a copy of the following directions:

A. Use the classified section of your newspaper and find a job that you would like. Both of you may work, or one may decide to not work outside the home and be a full-time homemaker. Decide what the monthly salary for your job is.

B. Locate a house or apartment and find the amount of rent or payment for one month.

C. Look at the grocery store ads and decide what a week's groceries will cost. Multiply this by four to find out what food will cost for one month.

D. Find a new or used car and decide what the monthly payment will be.

E. Look through the paper and find ads for things you need to buy for your home. What will the cost or payment for one month be?

F. Pick some kind of entertainment and find the cost for two persons.

G. Look through the paper and determine what other things or services you might need. Include these items on your career sheet.

H. Last, make out a monthly budget by figuring the combined income for one month and subtracting the expenses of rent, automobile, food, items for the home, entertainment, and extras. Did you have enough money? What skills did you use?

Evaluation:

Evaluation will be based on the students' ability to follow the directions in making a career sheet. It will also be based on the students' ability to work in a team effort.

End Figure 6

areas of reading, math, decision making, and economics.

Use of Resource People

Draw from parents, persons within the school building, and community resources for speakers to come to the school. It is important to choose speakers that will serve as positive role models. Whenever possible, choose those that will offset sex and racial stereotyping.

At the beginning of the school year, send a form for parent resources (Figure 7) home with each child. When a unit is being taught for which one of the parents may serve as a role model, ask the parent to come speak to the class. Try to arrange for all willing parents to speak to the class during the course of the year.

Insert Figure 7 about here

Do not overlook the fact that there are valuable resource persons within the school building. The students will develop a positive concept toward the workers in the school when school workers serve as resource speakers. Possible speakers include: secretary, nurse, librarian, maintenance person, food service worker, bus driver, custodian, speech therapist, and administrators. Also other teachers may serve as resource persons when they are asked to speak to the students about other occupations they have had.

Though the school probably has a community resource

FIGURE 7

FORM FOR PARENT RESOURCES

Student's Name: _____

Mother's Name: _____

Occupation: _____

1. Would you be willing to come to school to talk with students about your occupational experiences? _____
2. Would it be possible for students to visit your place of business? _____
3. In what other occupations have you worked? _____

_____

4. What are your non-work interests? Do you have any special hobbies or talents? _____

_____

Father's Name: _____

Occupation: _____

1. Would you be willing to come to school to talk with students about your occupational experiences? _____
2. Would it be possible for studnets to visit your place of business? _____
3. In what other occupations have you worked? _____

_____

4. What are your non-work interests? Do you have any special hobbies or talents? _____

_____

file, it may need to be updated or expanded, or the teacher may choose to start his or her own resource file. The form in Figure 8 may be used to collect the necessary data to start a community resource file.

Insert Figure 8 about here

Whether the teacher makes use of parent, school, or community resources, there are a few important things to remember to make the activity successful. At first, persons the teacher invites to speak to the class may be reluctant to come because they do not visualize themselves as public speakers or educators. The way the teacher asks may be the key to obtaining a positive response. Simply ask the person if they will come and show youngsters some of the things they do in their jobs and tell why and how they do it. Most people will feel comfortable in possessing the ability to fulfill that request.

It is also important to thoroughly brief speakers in advance so they feel comfortable with their participation and understand the objectives of their involvement. Giving them pre-interview questions such as those included in Appendix A is one way to accomplish this requirement.

Always conduct a follow-up activity after the speaker leaves so that important concepts are reinforced. Activities such as art, drama, or role play may be used. In addition, the class will want to send a thank-you letter to the speaker

FIGURE 8

FORM FOR COMMUNITY RESOURCES

Name: Last _____ First _____

Occupation: _____

Business or Company Name: _____

1. Would you be willing to come to school to talk with students about your occupational experiences? _____
2. What hours are best to contact you? _____
3. Would it be possible for students to visit your place of business? _____
4. In what other occupations have you worked? _____

   _____

   _____
5. What are your non-work interests? Do you have any special hobbies or talents? _____

   _____

   _____
6. Are there states or countries of which you have first-hand knowledge? _____

   _____

   _____

to let him or her know how much the visit was appreciated.

Field Trips

Though field trips are time-consuming and expensive for the school district, there are several reasons why this expenditure in time and money is justified. First, field trips offer students an opportunity to see and review first hand the working conditions that exist in industries and other places of employment. Second, students may determine whether or not they want to pursue careers that would surround them with such conditions through effective use of their self-awareness and decision-making skills. Third, field trips allow students to see a real purpose in studying certain subjects in school as a result of seeing workers who must use these skills consistently on the job, such as seeing how a newspaper publisher or a switchboard operator uses language arts.

For field trips to be successful learning experiences, thorough planning is required. First obtain all the necessary information for the visitation site using a form such as the one in Figure 9. After obtaining all necessary information from the contact person and making arrangements for the visit, make steps to prepare the tour guide by telling him or her what you want your students to learn from the trip.

Insert Figure 9 about here

FIGURE 9

FIELD TRIP INVENTORY

Location: _____ Date: _____

Address: _____

Contact Person: _____ Title: _____

Telephone: _____

1. What can be seen or observed in a field trip to this business/industry? _____

_____

2. How many students can tour at one time? _____
3. How much advanced notice to you prefer? _____
4. How many field trips per year would you be willing to have? _____
5. Are there any safety devices required, such as safety glasses or hard hats? If yes, can you supply these?

_____

6. Do you have any printed materials which describe your business or industry that could be used to prepare students in advance of the field trip? _____

_____

7. How much time is required for a typical field trip?

_____

8. Comments: _____

_____

_____

The next step in preparing for the field trip is to prepare the students. Set safety and discipline rules for the trip. Set objectives for the trip by alerting them on what to look for--do not assume they will do this without your suggestions. Build necessary background by using films or filmstrips that depict the type of workers or industry the students will be seeing. Bulletin board displays, independent student research, resource speakers, and class discussion will also be helpful in building the background that will be necessary for the students to have a maximum learning experience.

Because everyone perceives things differently, it will be necessary to impress certain significant facts with the children. A follow-up activity to the field trip is the best way to do this. Suggested activities are: (1) preparing a scrapbook of the visit that can be shared with other classes, (2) role playing the skills performed by the workers, (3) conducting a class discussion, (4) writing reports on the trip, (5) preparing art murals that depict the industry or business place visited, (6) and writing letters to the workers to thank them for their participation.

When it is not possible to take field trips for the purpose of career education, other class outings may be used to achieve career awareness by playing a game noting the activities of various workers seen from the bus while en route to a field site. Also, walking excursions in and around the school will permit young students the chance to see workers

on the job that otherwise might go unseen.

Hands-On Activities

During field trips or visits from resource people, ask them to make available for your students' use any tools or equipment of a particular career that will allow them to perform tasks that represent the essence of the work. For example, a carpenter might bring a tri-square to allow the children to mark scraps of lumber to assure a straight cut. Of course, any activity of this type should be restricted to tools or equipment that is safe for the children to use and not likely to be damaged by them.

Some businesses and industries are willing to donate hands-on kits that contain tools or equipment used in a particular career. When students have free time, they can be permitted to explore these kits and use the tools or materials of the world of work to create a product or possibly make repairs of some type.

Other hands-on experience is afforded older students who are allowed to spend a period of time working in actual business places (without remuneration) in community internship programs.

Occupational Information

There is a plethoria of activities whereby students may obtain occupational information. Older students with adequate reading skills may peruse government bulletins that are published by the Department of Labor. The Occupa-

tional Outlook Handbook lists specific jobs and describes the work, the training needed, the pay, and the employment prospects. The Dictionary of Occupational Titles lists in excess of 30,000 jobs with a brief description of each occupation built upon a job analysis report. Exploring Careers gives an indepth view of the working conditions, salary, educational requirements,and other facts about particular careers.

Career learning centers may be prepared by arranging manilla packets containing information about various careers. The center can be decorated with pictures or photographs of workers (contributed by the children) making it an attractive place for the youngsters to peruse the information packets. A synopsis of what was learned can be written on an index card and then catalogued in a special job bank that has been prepared by each child from a file box or file folder. When each child reviews his or her own job bank, it will be easy to see where his or her own interests are centered. This will serve to enhance self-awareness as well as career awareness.

Another activity that will not require direct instruction from the teacher is an "Occupation of the Month" bulletin board. Pictures or photographs as well as pertinent information describing a different occupation can be displayed each month. Parents, students, and community resources may contribute the necessary materials for the display. In addition, many businesses, industries, and government organizations have free career resource materials for educators. Information on obtaining these resources is found in Chapter V.

Community resource persons that may not be able to visit the classroom may be used by individual students who are given a school assignment either to interview or to observe and report on community workers. "Shadowing" or following someone around to observe what he or she does at work is a good source of first hand occupational information. If the assignment calls for an interview, the teacher may devise an interview guide for the students or give them the objectives and ask them to devise a structured interview guide.

Newspapers are an excellent source of occupational information. Have students cut advertisements for jobs out of the want ad section and write a list of skills or education/training requirements for the job. Using these same jobs, direct the students to work in groups and determine several qualities or personal traits the worker would need in order to do the job well. For example, a teacher must be able to relate well to children, have a good deal of patience, and not mind doing daily paper work.

Perhaps one of the most popular sources of occupational information for the youngsters is the career day program where a number of workers are invited to the school to speak for a portion of the day. Though it is an activity that will require a good deal of time to plan and prepare, there are several reasons why the effort is justified. First, students can encounter a variety of workers in one day. Second, children will be allowed to observe some of the tasks that are performed in the various jobs. Third, the young-

sters will be able to draw conclusions about work and its relevance to what is studied in school. Fourth, it will bridge the gap between school and the business community.

It will probably take the cooperation of several or all of the teachers in the school in order for the career day activities to run smoothly. When resource persons are contacted, ask them to plan for concrete and visual presentations. Also ask them to wear any uniform or special clothing required in the work and be prepared to perform tasks that are typical of daily work routines. Speakers should be prepared to demonstrate tools and equipment, and, when possible, let students participate in order to obtain hands-on experience.

Summary

There are six major activities through which career education is taught in the elementary school. (1) Subject matter tie-in is showing how certain careers require knowledge of the subjects that are taught in school. Students will use skills within the various subject areas to learn about careers. (2) Role play is assuming the functions of various occupations, such as acting out the skills required in a certain occupation or participating in an elementary school employment service or classroom factory. (3) Use of resource people, such as parents, persons within the school building, and community resources, involves bringing people to the classroom to speak to the students about their

work. (4) Field trips take students into industries and other places of employment to get a first hand look at workers on the job. (5) Hands-on activities allow children the opportunity to use tools or equipment of a particular career that will permit them to perform tasks that represent the essence of the work. (6) Occupational information may be obtained from government bulletins, free resource materials, newspapers, and inviting a variety of workers to the school for career day activities.

ACTIVITIES

1. Make a list of jobs that require the skills learned in each of the following subject areas: (1) language arts, (2) social studies, (3) science, (4) mathematics, (5) physical education, art, or music.
2. Choose a partner and complete the activities described in the Career Game (Figure 6).
3. Start a resource file by interviewing a parent or community resource person using either the form in Figure 7 or Figure 8.
4. Contact a business place or industry and using the field trip inventory in Figure 9, collect the data you will need to plan a future visit there.
5. Devise an interview guide that a student may use to interview a community resource person.
6. For future teaching reference, set up a job file by selecting jobs from the Dictionary of Occupational Titles.

Photocopy and attach the job descriptions on an index card that may be stored in a file box. The jobs should be categorized by subject matter areas that are required in that type of work, such as language arts, social studies, science, mathematics, and physical education/art/music.

CHAPTER IV

CAREER EDUCATION FOR SPECIAL GROUPS

Certain groups of students in the elementary school have special needs that can be met through the career education program. These groups are: (1) females, (2) physically handicapped, (3) mentally handicapped, (4) economically disadvantaged, and (5) racial minorities.

Females

Too many females are limited by sexually stereotyped perceptions of occupations. Frequently, only the traditional types of "feminine" occupations are seen as appropriate for them. About 80 percent of the female labor force is concentrated in jobs like teaching, nursing, and the clerical fields, where pay is low and opportunities for advancement are limited.

The sex role stereotypes both sexes hold are directly responsible for females holding a too limited view of their possibilities, Unfortunately, this sexual stereotyping has usually taken place by the time the elementary student enters school. These attitudes have been reinforced by the mass media and children's literature. Recent research in this area revealed that in a sample of 44 popular children's books, male characters were represented in 59 different occupations,

while female characters were represented in only 8 occupations outside the domestic role. In addition, more than half of these books depicted the females in domestic roles.[5]

The teacher may stress certain facts that will let the female, as well as the male, students see the importance of women in the work force. For example, while in 1900 only 20 percent of American women worked outside the home, now more than half of all American women over age 16 participate in the labor force. Nine out of ten women will work outside the home at some time during their lives. Women now comprise more than 42 percent of the total work force. The median age of working women today is 35, and women are spending an average of 25 years in the work force. However, men are still found in three times as many jobs as women are, and the average female earns approximately 40 percent less than the average male despite the Equal Pay Act of 1963 which prohibits discrimination on the basis of sex in the payment of wages for equal work.

To prevent reinforcement of sex-role stereotyping, it is important for the teacher to stress that men and women can do the same kinds of work. Help the female student to broaden her occupational perceptions by exposure to non-stereotyped women workers, role play of jobs that have not been previously associated with females (such as math-related careers), and identifying her individual needs that may not fit into a traditional role. Girls should be encouraged to fantasize about many different kinds of careers.

In the area of career guidance, the greatest need of the female student is likely to be self-actualization--the need to realize one's own potential. The teacher can do much to help the female student meet this need through effective direction in self-awareness, career awareness, and the awareness of the decision-making process. Once the female student is aware of her own interests and abilities, she will be able to review the many career possibilities she has been exposed to and eventually make a sound decision on a career choice that will make full use of her potential.

Handicapped

The physically and mentally handicapped students will have some common needs that the teacher will recognize. First, the teacher needs to know the impact of the self-fulfilling prophecy--the idea that one person's expectation for another's behavior can come to serve as a mechanism to help that expectation be fulfilled.

The elementary school is not the place to tell children what they can not become. The impact of this attitude only serves to limit the aspirations and eventual achievements of the child. What is important is the individual's own interpretation of his or her impairment and his or her own ability to live with it. One can not possibly know to what extent the child will be able to overcome a disability by the time he or she reaches the age to enter the work force.

However, self-awareness takes on an even greater importance as it is vital for the individual handicapped

child to grow to understand that there are many jobs in the world, some he or she is capable of, and others that he or she will not be able to do. Handicapped children may need additional and more intensive guidance and counseling in the area of self-awareness if they have led protected lives with limited environmental experience and opportunities for self-exploration.

Physically Handicapped

Physically handicapped students might sometime need reminding that theirs is not a mental impairment, and they may be quite capable of highly skilled occupations. Goals for these students are often set too low, and care must be taken to curb this trend. Along with exposing these children to careers, direction for their futures should be provided by allowing for understanding of their physical limitations and abilities as they apply to the world of work.

It is difficult to assess the physically handicapped students' greatest need in the area of career guidance, for this varies by individual according to the length of time the person has lived with the impairment and/or the degree of adjustment to the impairment. However, it is important for the teacher to insure that the handicapped students' need of safety is met by providing for them a warm classroom atmosphere that is free from threat. When the children feel secure, they will be better able to begin to understand their individual abilities.

Mentally Handicapped

The mentally handicapped students' chances for success as a worker should not be underestimated, particularly at the elementary level. Alternatives to competitive employment for these students are sheltered employment, volunteer work, and enjoyable use of leisure time to include being a self-sufficient homemaker. Skills in becoming an effective homemaker should include care of clothes and good grooming. In addition, it is significant for these students to understand how to purchase groceries and prepare simple meals.

In the area of career guidance, the greatest need of mentally handicapped students is likely to be in the area of belongingness--the need for love and affection. These children must be made to understand that they are cared for and have a productive place in society.

Economically Disadvantaged

Disadvantaged youth have little feeling of control over their destiny. They are not likely to feel that the world has a place for them or that school will aid them in making progress in the world. Among disadvantaged students, there is a high dropout rate, inadequate motivation, inadequate or negative self-concepts, and a lack of educational tradition in the home.

Children from disadvantaged homes need to have an opportunity to develop a more adequate self-concept. For this reason, an emphasis must be placed on self-awareness

in the career education program. In addition, they must be helped to increase their motivation in order to become productive members of society. Early school dropout can be curbed if the career education program is successful in showing the disadvantaged students the relationship between school and work. In addition, they need to be aided in increasing their level of aspiration and helped to believe that they can become what they wish to become if they will make the effort.

The greatest need of some economically disadvantaged students may well be physiological. Until children are receiving proper nutrition, health care, and physical care, there is little chance of improving psychological attitudes such as motivation or self-concept.

Racial Minorities

The teacher must be careful not to associate certain occupations with specific national, ethnic, or racial groups as this type of stereotyping may serve to limit the aspirations of ethnic minorities. It is important to bring resource persons to the classroom that will serve as positive role models for minority children.

The greatest need of racial minorities in the area of career guidance is likely to be esteem--the need for status and recognition. Multicultural education has done much to imporve the self-concept of minority students, and an effective career education program will show children of all

races how they can become important to society by being productive workers.

Summary

An important goal of the career education program is to meet the special needs of special groups of students. Female students need to broaden their occupational perceptions and be helped to realize their own potentials free from sex-role stereotyping. Physically and mentally handicapped students need to increase their self-awareness in order to determine their most productive future life-styles. Economically disadvantaged children have need for increased motivation and improved self-concepts. Students that are members of a racial minority group need to be exposed to careers that are free from stereotypes and be shown that they are important members of society.

ACTIVITIES

1. Develop a career education activity for each of the special groups of students. These activities should be designed to help each group of students meet their particular needs.
2. Discuss the reasons for avoiding language with young children that uses only the male gender, such as fireman for firefighter and the generic use of the male pronouns, he, him, his, himself. Make a list of substi-

tute terms that can be used in lieu of sex-typed titles and names of occupations.

CHAPTER V

THE CAREER EDUCATION PROGRAM

Lesson and Unit Planning

Units of instruction are effective in teaching career education concepts in the elementary school. Units may consist of one week study of a particular job with activities bringing in relationships to other jobs within that field of work. Also, units may center around jobs found in a particular work environment, such as the post office, covering the postmaster, mail sorter, mail carrier, postal clerk, and mail truck driver. Other units may be based on all the jobs that are involved with the production of a service or product, for example, milk, covering jobs such as the farmer, health inspector, dairy delivery person, and grocery store clerk. In all cases, subject areas--language arts, social studies, mathematics, science--should be tied in to the activities. In this way, the children will see that all school experience is occupational preparation.

Suggested topics for career education units are:

Workers in the home	Workers in the school
Jobs at the zoo	Community helpers
Dairy workers	Hatchery workers
Jobs at the post office	Restaruant workers
Telephone company workers	Government workers

Careers in music	Careers in dentistry
Workers who repair	Jobs in the bank
Jobs at the airport	Transportation careers
Food service workers	Trucking industry workers
Factory workers	Newspaper careers
Careers in sports	Careers in art
Hotel/motel careers	Sales jobs
Careers in photography	Building construction workers
Hospital workers	Jobs in the department store
Careers in advertising	Careers in television
Utilities workers	Office workers
Farm workers	Jobs in the fishing industry

In presenting the unit of instruction, it is important to use concrete, direct experiences so that knowledge is made relevant and useable. Utilizing a bulletin board display that ties in with the unit is a good way to give visual reinforcement to career education concepts. Also, audiovisual materials should be used when they are available. Some form of final evaluation or test will give the children a chance to exhibit what they have learned, and it will give the teacher a chance to determine how well the career education concepts were mastered.

The unit may consist of three to ten lesson plans, each of which should include the following:

1. A career education <u>concept</u> (expressed in the form of a complete sentence) that will be learned from the lesson

2. One or more behavioral objectives (written in observable terms) that the students will be able to accomplish as a result of the lesson
3. A list of materials that will be needed to teach the lesson
4. A motivational question that serves to introduce the lesson to the students while setting a purpose for the lesson as well as motivating the students to learn
5. A list of activities (covering both the pupils' and the teacher's participation) that will cover the concept and allow the students to meet the objective(s)
6. A statement telling how the lesson is evaluated to measure whether the students met the objective(s)

Free Resources

The teacher will want to build a resource of occupational information for units, bulletin board displays, learning centers, and other career education activities. There are many businesses, industries, and governemnt agencies that make resources available to educators.

Though there are many fine bibliographies of sources of free career education materials, these bibliographies soon become dated as sources deplete their stocks or change mailing addresses. However, the teacher may peruse the most recent bibliographies by visiting a college or university

library and asking the reference librarian for the reference books on free education resources. If a trip to the library is not possible, the teacher may request a free copy of Occupational Information: An Annotated Bibliography of Free or Inexpensive Materials from:

Research Coordinating Unit
Washington State Commission for Vocational Education
Building 17 Airdustrial Park
Olympia, Washington 98504

The fastest and most economical way of requesting free resources is to write the requests on pre-stamped postcards that may be purchased from the post office. Be sure that the name of the specific material (if known) is listed along with the fact that this material will be used for a class of students. Of course, a return address must also be given. These may be applied by rubber stamp or return address sticker to save the teacher time.

It should also be remembered that there are locations in or near the teacher's community where free career education resources may be obtained: military recruitment stations, county extension offices, employment agencies, post office, and local businesses.

Some free resource materials that the elementary teacher may find especially helpful in the career education program are:

1. "Careers for a Changing World" from
New York Life Insurance Company
51 Madison Avenue
New York, New York 10010

2. "Black Contributors to Science and Energy Technology" from
U. S. Department of Energy
Office of Public Affairs
Washington, D. C. 20585

3. "Trucks and Buses Serve America" from
Motor Vehicle Manufacturers Association
300 New Center Building
Detroit, Michigan 48202

4. "The Great American Farm" from
The Great American Farm
Box 385
Vandalia, Ohio 45377

5. "The Making of a Car" from
The Making of a Car
P.O. Box 14312
Dayton, Ohio 45414

6. "Stretch a Buck Through Management" (I.S. 674) from
Cooperative Extension Service
U.S. Department of Agriculture
Mississippi State University
Mississippi State, Mississippi 39762

Issues in Career Education

Because career education is one of the newest additions to the elementary school curriculum, the teacher may be called to explain aspects of the program to concerned parents and other members of the community.

Concerned citizens have criticized the career education program saying it is an add-on subject that has "watered down" the curriculum and taken time away from the basics. If the teacher is faced with this criticism, it will be necessary to explain that career education is not a separate subject in itself, rather it is a new approach to teaching the already existing disciplines. Career education is to be integrated within the existing curriculum--not to take away from the basics, but rather to give meaning to the basics so children will see a reason for learning them. The curriculum is enhanced, not diluted by career education.

Another concern that elementary school teachers may hear is that too much time is spent on studying non-professional jobs. The teacher will need to explain that only one in every five high school graduates earns a college degree. This is balanced by the fact that only a quarter of the jobs in the employment spectrum require a four year college background. It would not be feasible to concentrate on jobs that only a portion of the students in the class will be eligible for. In addition, the elementary career education program does not ask the youngster to choose a career, but it does serve to allow the child to understand the work of many careers and

how this work is important to society.

Another criticism that may be voiced is that career education programs "track" students into jobs traditionally associated with their race, sex, or economic status. For example, secretarial science classes are made up primarily of girls and agriculture classes mainly of boys. Also, students from lower socio-economic status homes are placed in vocational-technical programs while students from middle and upper socio-economic status homes are given college preparatory programs. Of course, there is no doubt that the examples cited are tends today, but one of the goals of career education in the elementary school is to overcome stereotyping of all types so that when children do reach the age in which an education or career decision must be made, they will do so armed with good decision-making skills free from stereotypes.

Other critics may say that career education is only teaching about soon-to-be obsolete jobs because employment is dependent on rapidly changing technology. The teacher can make the assurance that jobs showing the highest growth potential are stressed while those that are likely to be obsolete are not. In addition, job obsolescence is a concept that is discussed in the career education program.

A well informed teacher can do much to answer the concerns of interested citizens and parents and justify the programs for which he or she has extended effort in making a success.

Summary

Units of instruction in career education are organized in various ways. (1) The unit may be about a particular job bringing in relationships to other jobs within that field of work. (2) The unit may center around jobs found in a particular work environment. (3) The unit may be based on the jobs that are involved with the production of a service or product. Topics for suggested units are given. The components of a career education lesson are: concept, behavioral objectives, materials list, motivational question, activities, and evaluation. Information on how to obtain free career educational materials is given, and a list of sources is also given. The teacher is advised of certain concerns that may be raised in regard to the career education program in the elementary school, and appropriate responses are suggested.

ACTIVITIES

1. Using the guidelines listed in the chapter and the sample unit in Appendix A, write a career education unit that would be appropriate for an elementary class.
2. Review a free resources bibliography and request several pieces of information that can be used in your career education program. Catalog each piece as it arrives listing: (1) title, (2) address of source, (3) description of material received, (4) how it can be used in the classroom, (5) subject it best applies to, (6) career

cluster of occupation described, and (7) rating of usefulness (1 to 10).

3. Using a different occupation for each, write lesson plans to show how a worker uses skills in each of the following subject areas: (1) language arts, (2) social studies, (3) mathematics, (4) science, and (5) music, art, or physical education.

APPENDIX A

A UNIT OF CAREER AWARENESS INSTRUCTION ON MANUFACTURER'S SALES REPRESENTATIVES For Upper Level Elementary Students

Lesson I: Language Arts (2½ hours)

Concept:

A manufacturer's sales representative must be proficient in the language arts in order to perform his/her job well.

Behavioral objectives:

1. The student will exhibit good listening skills by paying close attention to the speaker and asking questions of interest pertaining to the topic being discussed.
2. The student will be able to list how a manufacturer's sales representative (sales rep.) must be able to be proficient in the language arts in order to be successful.

Materials:

Guest speaker prepared with a list of questions from the teacher, cassette tape of a sales call (brought by the speaker), cassette player

Motivational question:

The teacher will say, "When you go shopping in the supermarket or a department store or other shop, have you ever wondered how the thousands of different items reached the shelves and counters so you could buy them? Our guest today is going to tell us how s/he helps to get the items in the store."

Activities:

1. The sales rep. will speak for approximately thirty minutes.
2. The teacher will play the cassette tape of the sales call recorded by the sales rep. on an earlier call to a customer.
3. The students will be allowed to ask questions for approximately thirty minutes.
4. After the speaker leaves, the teacher will list the four areas of the language arts on the board and ask students to give examples of how a sales rep. needs to use these skills in his/her work. Examples are: listening--must be able to listen to customers to know what they need, speaking--must be able to speak well in order to tell people about products and make them want to buy, reading --must be able to read the company's catalog, writing--must be able to write orders. (Students will be encouraged to think of as many items as they can. They will be written on the board, and the students will list them on their papers.)

Evaluation:

Evaluation will be by teacher observation of students while they are listening. It will also be based on the students' participation in the group discussion and listing activity.

Lesson II: Social Studies (½ hour)

Concept:

A manufacturer's sales representative must like to work with many different people and must also like to travel while working if s/he is to be happy with the job.

Behavioral objective:

1. The student will be able to list several personal traits that a sales rep. should have in order to be happy with the job.
2. The student will be able to decide whether or not he/she has the particular personal traits that have been listed.

Materials:

Poster board, felt pen

Motivational question:

"Let's suppose we are manufacturer's sales representatives. What sort of things do you think we should like to do to be good in our work?"

Activities:

1. As the students give suggestions, the teacher writes them

on the board, and the students write them on their papers. Examples are: likes to drive from place-to-place to work, likes to work with different people every day, likes to talk to people.

2. Students will be asked to think carefully about the things they have listed and mark an "X" next to the ones they also like to do.
3. A student will be asked to copy the information from the board to a poster board.

Evaluation:

Evaluation will be by teacher observation of students' ability to share ideas in the class discussion.

Lesson III: Science (1 hour)

Concept:

All companies and factories that make products need for someone to sell their products to other people or companies that can use them.

Behavioral objectives:

1. Given the name of a natural resource, the student will be able to name a product made from/with that resource that a sales rep. might sell.
2. The student will be able to locate pictures from magazines of products a sales rep. might sell.

Materials:

Old magazines, scissors

Motivational question:

"Do you think a sales rep. must know a great deal about the products s/he sells in order to answer all the questions a customer may ask? One of the things a sales rep. must know is what the product is made from."

Activities:

1. The teacher will discuss with the class that companies and factories make products from raw materials. They then need for someone to sell these products to other people or companies that can use them.
2. The teacher will give the name of a natural resource (for example, water, iron, oil, natural gas, wood, cotton), and students will name products that are made from/with that resource. Examples are: wood--furniture, matches, paper, doors, baseball bat, books, tissue.
3. Students will cut pictures from magazines of products that might be sold by a sales rep.
4. Students may volunteer to role play and "sell" the product depicted in their picture to a "buyer." They must be sure to tell about the product and what it is made of.

Evaluation:

Evaluation will be based on the students' participation in the group discussion. It will also be based on their abil-

ity to locate an appropriate picture.

Lesson IV: Mathematics (1 hour)

Concept:

A manufacturer's sales representative must have a good understanding of math.

Behavioral objectives:

1. The student will be able to compute the answers to the word problems with a minimum of 70 percent accuracy.
2. The student will be able to compose and answer one word problem.

Materials:

Worksheets

Motivational question:

"Let's pretend we are on a trip with a manufacturer's sales representative. Would you like to see if you can help with his/her math on the trip?"

Activities:

1. Distribute worksheets to students and allow them to answer the word problems.
2. When they have finished, students will make up additional word problems and write the problems and the answers on the back of the worksheet.
3. Students will work their problems on the board.

Evaluation:

Worksheets will be checked by the teacher.

Lesson V: Art (1 hour)

Concept:

Almost all of the items that shoppers can buy in stores have been sold to the stores by manufacturer's sales representatives.

Behavioral objective:

The student will be able to draw a mural or make a collage or cut out letters in a group effort to decorate a bulletin board.

Materials:

Butcher paper, paste, scissors, magazine pictures from science lesson, colored felt pens, construction paper, letter stencils, poster from social studies lesson

Motivational question:

"If we put up a bulletin board to show what a manufacturer's sales representative does, do you think visitors to our room could understand about their work?"

Activities:

1. Divide students into three groups. One group will cut letters from construction paper; one group will make a collage from the magazine pictures; one group will draw

a mural depicting a day in the life of a sales rep. (for example, sales rep. getting into car with sample case, sales rep. going into store, sales rep. checking into hotel for the night).

2. The teacher will assist students putting art work on bulletin board.
3. Teacher will discuss with the students that almost all of the items that shoppers can buy in stores have been sold to the stores by manufacturer's sales representatives.

Evaluation:

Evaluation will be based on students' art work and ability to participate in a group effort.

Interview Questions for Speaker

1. What kind of work do you do in your job?
2. What kind of education or training does it require to do your job?
3. What subjects in school help the most for this work?
4. What personality characteristics are helpful for your type of employment?
5. What are the advantages and the disadvantages of your work?
6. What would a typical work day be like?

Math Worksheet

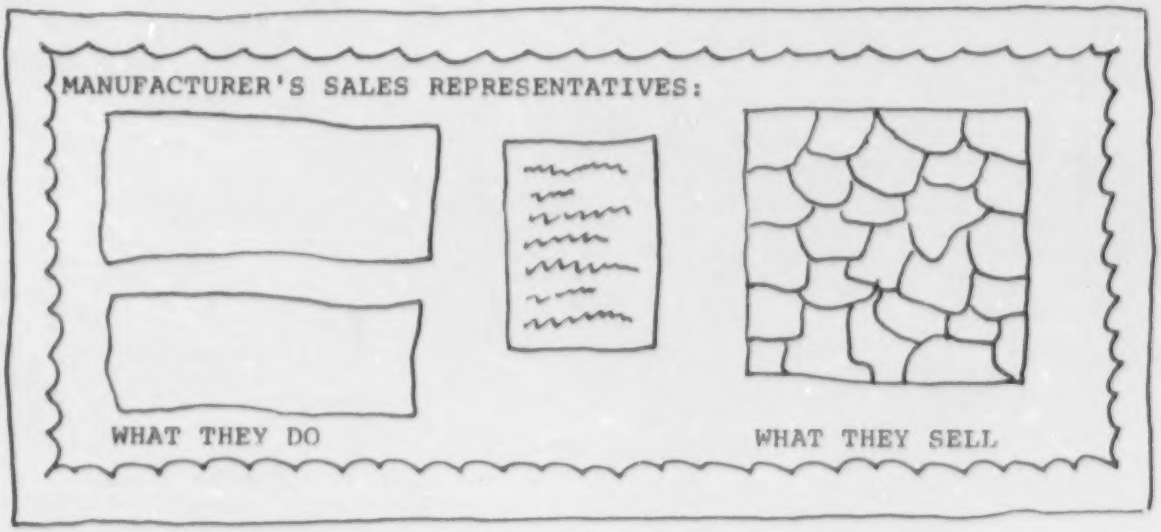
1. The sales rep. drove 20 miles to the first sales call, 18½ miles to the second sales call, 6½ miles to the third sales call, and 123 miles to the four sales call. How many miles have been driven?
2. The sales rep. left home with $120. The day's expenses were as follows: $18.56 for gas, $3 for lunch, $1.25 for telephone calls, 50¢ for parking, $31.80 for hotel, and $6.90 for dinner. How much money is left?
3. The sales rep. makes 10% commission on all sales. When $1,250 worth of goods are sold, how much commission will be earned?
4. The sales rep. earned $220 in commissions for the day, but after deducting the expenses of $75.50 for the day, how much was really earned?
5. A customer ordered 13 cases of goods for each of 5 stores. How much was ordered in all?
6. A customer wants the sales rep. to divide an order of 68 cases so that each of 4 stores will get the same amount. How many will each store get?
7. The sales rep. sees a sign that says the next city is 79 miles away. After driving 13 more miles, how far will it be to that city?
8. The sales rep. left the house at 8:00 a.m. and got to the hotel at 6:00 p.m. If an hour was taken for lunch, how long did the sales rep. work?

Bulletin Board

Materials:

White butcher paper for background, letters cut out of construction paper (MANUFACTURER'S SALES REPRESENTATIVES: WHAT THEY DO WHAT THEY SELL), students' mural, students' collage, poster from social studies lesson, colored corrugated paper for border, stapler

Sketch of board:



Unit Test

Directions: underline the correct answer.

1. A manufacturer's sales representative sells his/her company's products to (stores, sales representatives, homeowners).

2. In order to make money, all manufacturing companies must have someone to (look at, advertise, sell) their procucts.

3. Because a sales representative communicates with many people, s/he must be good in (music, sports, language).

4. A sales representative should like to work with (machines, his/her hands, other people).

5. A sales representative should not mind (children, noise, traveling).

6. A sales representative needs to have a good understanding of (art, math, libraries) to do the job well.

7. Would you like to do the work of a sales representative? Why or why not?

APPENDIX B

PERSONALITY TYPES

Realistic

This person is independent, practical, physically strong, often agressive, conservative. This person uses hands and eyes to explore things and to achieve; uses the body skillfully, rather than words, thoughts, or feelings; requires physical coordination, strength, agility, logic. This person enjoys risk, excitement, being outdoors, concrete problems, money, using tools, large machinery. This person solves problems by doing.

Investigative

This person is independent, curious, intellectual, introspective, unconventional. This person uses reading and instruments to explore ideas; uses mind and information to achieve, rather than association with people and things; requires mental ability, logic, insight. This person enjoys challenge, variety, and complicated, abstract problems. This person solves problems by thinking.

Artistic

This person is creative, sensitive, aesthetic, independent, introspective, expressive, unsocial. This person uses hands, eyes, and mind to create new things, writings, ways of doing things; requires good eyes, ears, intelligence,

perception of color, form, sound, and feelings. This person enjoys beauty, unstructured activity, variety, interesting and unusual sights, sounds, textures, people. This person solves problems by creating.

Social

This person is a concerned leader, sensitive, humanistic, supportive, responsible. This person uses feelings, words, ideas to work with people, rather than physical activity or things; requires empathy, tact, perceptiveness, insight, genuineness. This person enjoys closeness, sharing, groups, unstructured activity, being in charge. This person solves problems by feeling.

Enterprising

This person is energetic, independent, enthusiastic, confident, dominant, political. This person uses mind, words, feelings to deal with people and achieve; requires sensitivity, insight, assertion, verbal ability, logic. This person enjoys organizing, persuading, leading, managing, excitement, variety, status, power, money. This person solves problems by risking.

Conventional

This person is placid, orderly, careful, accurate. This person uses mind, eyes, hands to carry out tasks; requires logic, care, responsibility. This person enjoys order, certainty, security, indentifying with power, status. This person solves problems by following rules.

FOOTNOTES

[1]Kenneth B. Hoyt, Rupert N. Evans, Edward F. Mackin, and Garth L. Mangum, Career Education: What It Is and How to Do It (Salt Lake City: Olympus Publishing Company, 1972), p. 1.

[2]Gerry P. McGinley, World of Work: Career Awareness Development Program for the Elementary Grades, rev. ed. (Reno, Nevada: Research and Educational Planning Center, University of Nevada, Reno, 1971).

[3]H. L. Carter and D. J. McGinnis, Diagnosis and Treatment of the Disabled Reader (New York: Macmillan Company, 1970), p. 147.

[4]Howard H. Splete and James E. Hedstrom, "Career Guidance in the Elementary School," Elementary School Guidance and Counseling 13 (December 1978):133.

[5]Nancy A. Schubert and Jeannine L. Laughlin, "Sex-Role Stereotyping in Caldecott Award Books," University of Southern Mississippi, 1981.